

# Alabama's Early Intervention System



# Personnel Standards for Alabama's Early Intervention System

Developed by the Personnel  
Subcommittee and approved by  
the AEIS Interagency  
Coordinating Council



*In the provision of services and in employment practices, Alabama's Early Intervention System does not discriminate on the basis of race, sex, creed, national origin, religion, age or disabilities.*

**§ 303.22 Qualified.**

As used in this part, *qualified* means that a person has met State approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the person is providing early intervention services.

(Authority: 20 U.S.C. 1432(4))

NOTE: These regulations contain the following provisions relating to a State's responsibility to ensure that personnel are qualified to provide early intervention services:

1. Section 303.12(a)(4) provides that early intervention services must meet State standards. This provision implements a requirement that is similar to a longstanding provision under part B of the Act (i.e., that the State educational agency establish standards and ensure that those standards are currently met for all programs providing special education and related services).

2. Section 303.12(a)(3)(ii) provides that early intervention services must be provided by qualified personnel.

3. Section 303.361(b) requires statewide systems to have policies and procedures relating to personnel standards.

[58 FR 40959, July 30, 1993. Redesignated at 3FR 18294, Apr. 14, 1998].

This document has been developed by the Personnel Subcommittee of the AEIS Interagency Coordinating Council in response to the requirements of IDEA Regulations, Part 303.22. The standards designate the "minimum" requirements that individuals must achieve in each service area in order to be considered qualified to deliver that service. The standards are updated annually based on disciplinary board/organization changes at the state and/or national level as well as recommendations from the Personnel Subcommittee.

**Initial staff orientation:**

Attendance at the **Message ReVITALIZED: Journey II** training is required of all new vendors and other new disciplinary staff (defined as direct service providers, therapists, and contract staff) within six months of employment in AEIS (unless prior approval for an extended timeline is obtained from the AEIS state office).

Service Coordinators are required to complete the "**Journey through Early Intervention in Alabama-Level I**" training and "**Message ReVITALIZED: Journey II**" within the first six months of employment with AEIS (unless prior approval for an extended timeline is obtained from the AEIS state office).

**Continuing Education Requirements:**

(Effective January 1, 2007. Includes individuals hired under temporary status.) Individuals with no certification or licensure requirement for continuing education are required to participate in 16 contact hours, every 2 years, of continuing education activities related to early intervention/pediatrics, working with children and families, or child development. Acceptable continuing education activities would include conferences such as the Alabama Early Intervention and Preschool Conference; AEIS Special Instruction Cluster Training; workshops such as those sponsored by the AEIS District Coordinating Councils; and other related training activities for which certificates of contact hours are issued.

(Effective June 16, 2010) All early intervention personnel are required to complete the training instruction "**Message ReVITALIZED: Journey II**" within every three years during their employment with AEIS. (Early Intervention Personnel are defined as direct service providers, therapists, administrators, service coordinators, contract staff and vendors.)

**Supervision:**

The purpose of supervision of assistants and paraprofessionals is to assure collaboration and safe, quality services for children and families. AEIS defines "assistants" as Certified Occupational Therapy Assistants, Physical Therapist Assistants, and Speech Language Pathology Assistants and "paraprofessionals" as Special Instructor Assistants, Licensed Counselor Associates, and Marriage and Family Counselor Associates. AEIS standards require supervision of assistants and paraprofessionals who are assisting in the delivery of services. Direct supervision must be provided on-site for each child and family in the natural environment at a minimum of one out of every 6 visits, but no less than every 90 calendar days. Additional types of supervisory activities include verbal communication, review of progress notes, attending team meetings, and video review. Assistants, paraprofessionals and the supervising professionals share responsibility for assuring that licensure standards and payer requirements are met.

**Conditional Approval:**

The Personnel Review Committee, a part of the Personnel Subcommittee, will review documentation regarding Special Instructors from other states and Special Instructor candidates falling within the "conditional other" category to determine if their qualifications meet requirements. The Personnel Review Committee will include:

- 1 ECSE professional from the Personnel Subcommittee
- 1 invited ECSE professional from the university level
- 1 invited professional provider working in the field
- 1 AEIS State Office Liaison

**Special Instructors from Other States:**

An individual from outside of Alabama who is interested in being employed as a special instructor in AEIS will be determined qualified to pursue special instruction employment under the following considerations:

The individual:

- a. Has an appropriate college degree (per the AEIS Personnel Standards);
- b. Has been employed as a “special instructor” (or similar category) for a minimum of 6 months in another state;
- c. Provides satisfactory job references;
- d. Provides documentation of training related to service delivery for infants, toddler with disabilities and families; and
- e. Is approved by the Personnel Review Committee as designated by the AEIS Personnel Subcommittee.

**Conditional “Other” Special Instructor Candidates:**

*(Effective for Special Instructors hired after June 16, 2010)* An individual falling within the “Conditional Other” category for Special Instruction Services through AEIS must submit the following records and be approved by the Personnel Review Committee in order to be qualified to pursue special instruction employment.

Records required for review by the Personnel Review Committee:

- a. Completed, signed, and notarized **EARLY INTERVENTION EXPERIENCE FORM** documenting 1000 hours of acceptable experience in working with very young children with disabilities, age birth to five, and their families (the form is located in Appendix A);
- b. Official transcript documenting their Bachelor’s degree;
- c. Resume or vita with documentation of previous employment, educational experience, and any additional training related to service delivery for very young children, age birth to five, and their families.

The Personnel Review committee will examine each individual’s documentation and determine within 30 days of submission (with a consensus 3/4 vote) whether the individual is qualified to pursue special instruction employment in Alabama and whether the Special Instruction Webinar is required. Inquiries and documents for review should be submitted to AEIS State Office, 602 S. Lawrence Street, Montgomery, AL 36104.

**Evaluator Qualifications:**

Individuals providing evaluations to determine eligibility under AEIS must submit documentation to their supervisor of the following criteria which will be reviewed through the PAR process. For vendors applying as evaluators, documentation of completion of all of the following criteria must be submitted along with their vendor application. These criteria are to be in effect for all evaluators hired after 10/1/09. Current AEIS evaluators who do not meet the criteria must come into compliance by 10/1/11. All criteria must be met.

- a. Meets personnel standards for one of the EI services.
- b. Has had a child development course that includes infants and toddlers or has completed the Child Development Cluster of the Special Instruction Webinar/Special Instruction Mentorship training (either in person or via the Special Instruction Webinar/Special Instruction Mentorship).
- c. Has had training or course work on the specific tool(s) to be used and is in conformity with test protocol requirements for administering the test (to be monitored through the PAR process).
- d. Has completed a minimum of 1 observation of a qualified evaluator administering the tool(s) and a minimum of 1 supervised administration of the tool(s).

**Use of Paraprofessionals as Evaluators:** As per the requirements under each disciplinary section of the personnel standards, paraprofessionals are not eligible to serve as evaluators for AEIS, except under Nursing Services 6A-C where assessment of health status for the provision of nursing care is allowed. The use of paraprofessionals for service delivery is defined within each service delivery category, none of which involve the performance of evaluations.

## At-a-Glance Personnel Standards ALABAMA'S EARLY INTERVENTION SYSTEM

**NOTE:** The chart below represents a generalized view of disciplines per service area with the prerequisite training for service coordination and special instruction. Please refer to the Minimum Qualifications for further clarification on: (1) specific licensure/degree requirements, (2) disciplinary restrictions per service area, and (3) degrees in related human service fields.

\* **Prerequisite:** Special Instruction Webinar/Mentorship

+ **Prerequisite:** Journey I and II

<sup>1</sup> **Transportation:** Possession of a valid Alabama Driver's License or Commercial Driver's License (CDL, Class C or B) as appropriate

<sup>2</sup> **Supervised**

SERVICE AREAS ⇨ DISCIPLINES/DEGREES ⇩	1 Assistive Technology	2 Audiology	3a Family Training Home Visits	3b Counseling	4 Health	5 Medical	6 Nursing	7 Nutrition	8 OT	9 PT	10 Psychology	11 Service Coordination	12 Sign Language/ Cued Lang	13 Social Work	14 Special Instruction	15 SLP	16 Transportation <sup>1</sup>	17 VI
<b>AUDIOLOGY</b>																		
Audiologist	X	X	X									X+	X		X*			
<b>CHILD DEVELOPMENT</b>																		
Child Development	X		X*									X+			X*			
<b>COUNSELING</b>																		
Licensed Professional Counselor			X	X								X+			X*			
Associate Licensed Counselor			X	X								X+			X*			
<b>DIETETIC</b>																		
Dietitian, Registered			X*		X			X				X+			X*			
<b>EDUCATION</b>																		
Early Childhood Education	X		X									X+			X*			
Early Childhood Special Education	X		X									X+			X			
Elementary Education	X		X									X+			X*			
Education of Hearing Impaired	X		X									X+	X		X			
Education of Visually Impaired	X		X									X+	X		X			
Special Education	X		X									X+			X*			
<b>INTERPRETERS</b>																		
Interpreter, Licensed, Permitted													X					
<b>NURSING</b>																		
Certified Registered Nurse Practitioner			X*		X	X						X+			X*			
Clinical Nurse Specialist					X		X					X+						
Licensed Practical Nurse	X2				X2		X2											

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	1	2	3a	3b	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<b>SERVICE AREAS ⇄</b>	Assistive Technology	Audiology	Family Training Home Visits	Counseling	Health	Medical	Nursing	Nutrition	OT	PT	Psychology	Service Coordination	Sign Language/ Cued Lang	Social Work	Special Instruction	SLP	Transportation <sup>1</sup>	VI
<b>DISCIPLINES/ DEGREES ⇄</b>																		
Registered Nurse	X		X*		X		X	X				X+			X*			
<b>MARRIAGE AND FAMILY THERAPY</b>																		
Licensed Marriage and Family Therapist			X	X								X+			X*			
Marriage & Family Therapy Associate			X	X2														
<b>MUSIC THERAPY</b>																		
Music Therapist			X*									X+			X*			
<b>ORIENTATION AND MOBILITY</b>																		
Orientation & Mobility Specialist	X											X+			X*			X
<b>OCCUPATIONAL THERAPY</b>																		
Occupational Therapist	X		X						X			X+			X*			X
Occupational Therapy Assistant	X2								X2									X2
<b>PSYCHOLOGY</b>																		
Psychology	X		X*								X	X+			X*			
Psychologist			X*	X							X	X+			X*			
Psychological Technician											X2							
School Psychologist											X	X+						
School Psychometrist											X	X+						
<b>PHYSICAL THERAPY</b>																		
Physical Therapist	X		X							X		X+			X*			X
Physical Therapist Assistant	X2		X							X2								X
<b>PHYSICIANS</b>																		
Physician	X	X			X	X		X				X+			X*			X
Physician Assistant	X	X			X	X		X				X+			X*			X
<b>REHABILITATION</b>																		
Rehabilitation Counselor	X		X+	X								X+			X*			

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DISCIPLINES/ DEGREES ⇄																		
Rehabilitation –Disability Studies			X*									X+			X*			
Rehabilitation Technology Specialist	X																	
<b>SOCIAL WORK</b>																		
Social Worker	X		X*	X LCSW LGSW								X+		X	X*			
<b>SOCIOLOGY</b>																		
Sociology	X		X*									X+			X*			
<b>SPEECH/LANGUAGE PATHOLOGY</b>																		
Speech-Language Pathologist	X	X	X									X+	X		X*	X		
Speech Lang Pathology Assistant	X2		X2										X2			X2		
<b>VISION</b>																		
Vision specialists including Ophthalmologist and Optometrist	X		X									X+			X*			X

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## Minimum Qualifications

**NOTE:** In order to meet minimum standards, individuals must possess a degree/license/certificate equal to or higher than the minimum requirements listed below. Discipline-specific requirements for billing purposes may vary per funding source.

DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
<b>AUDIOLOGY:</b>		
Audiologist: Au.D.	Doctoral Degree plus 4 <sup>th</sup> year internship (for new licenses beginning January 2007)	Licensed by the Alabama Board of Examiners in Speech/ Language Pathology and Audiology (unless exempt from licensure).
<b>CHILD DEVELOPMENT:</b>		
Child Development: CD	Bachelor's degree in Child Development	
<b>COUNSELING:</b>		
Associate Licensed Counselor: ALC	Master's degree or above in counseling,	Six months supervised experience as an Associate Licensed Counselor in Alabama by a qualified Supervising Licensed Professional Counselor, and passage of Board approved examination
Licensed Professional Counselor LPC	Master's or Doctoral Degree in Counseling from a CACREP or CORE accredited program	3000 hours supervised experience in professional counseling with Board approved supervision, and

DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
		passage of Board approved examination
<b>DIETARY:</b>		
Dietitian: RD	Bachelor's degree in Nutrition	Licensed by Alabama Board of Examiners for Dietitian/Nutrition Practice
<b>EDUCATION:</b>		
Early Childhood Education: ECE	Bachelor's degree in Early Childhood Education	
Early Childhood Special Education: ECSE	Bachelor's degree in Early Childhood Special Education	
Education For Hearing Impairment: HI	Bachelor's degree in Education of the Hearing Impaired	
Education For Visual Impairment: VI	Bachelor's degree in Education of the Visually Impaired	
Elementary Education	Bachelor's degree in Elementary Education	
Special Education	Bachelor's Degree in Special Education, Collaborative Teacher	
<b>MARRIAGE/FAMILY THERAPY:</b>		
Licensed Marriage & Family Therapist: LMFT	Masters or Doctoral Degree in Marriage and Family Therapy and completion of 12 month internship as per Board approved rules and regulations plus passage of marriage and family therapy Board approved examination	2 years post-degree full time experience, 200 hours post degree supervision, and 1000 post degree direct client hours
Marriage & Family Therapy Associate	Masters or Doctoral Degree in Marriage and Family Therapy and completion of 12month internship as per Board approved rules and regulations	
<b>MUSIC THERAPY:</b>		
Music Therapist: RMT, CMT, ACMT	Degree from an approved college music therapy curricula (including an internship)	Board Certified, Credentialed Music Therapist (BC-MT) with successful completion of the national examination by the Certification Board for Music Therapists
<b>NURSING:</b>		
Certified Registered Nurse Practitioner: CRNP – RN	Bachelor's degree in Nursing	Licensed as a registered nurse by the Alabama Board of Nursing (ABN); completion of an organized program of nursing education at the graduate level for advanced practice roles; certified by the ABN in the practice of advanced practice nursing; and subject to collaborative practice agreements with an Alabama physician (MD or DO).
Clinical Nurse Specialist: CNS – RN	Bachelor's degree in Nursing	Licensed as a registered nurse by the Alabama Board of Nursing (ABN); completion of an organized program of nursing education at the graduate level for advanced practice roles; <u>and</u> certified by the ABN in the practice of advanced practice nursing
Licensed Practical Nurse	Practical Nursing	Licensed by the Alabama Board of Nursing (supervised by RN or physician as it pertains to nursing services)
RN	BSN Bachelor's Degree	Licensed as a registered nurse by the Alabama Board of Nursing
<b>OCCUPATIONAL THERAPY:</b>		
Occupational Therapist	Occupational Therapy	Occupational Therapist licensed by Alabama Board of Occupational Therapy (ASBOT)
Occupational Therapy Assistant: COTA	Associate Degree	Licensed by Alabama Board of Occupational Therapy (ASBOT), and supervised by a licensed Occupational Therapist as required by the AL Board of OT.
<b>OPHTHAMOLOGY/OPTOMETRY:</b>		
Ophthalmologist		Licensed Doctor of Medicine (MD) and Licensed

DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
		Ophthalmologist in Alabama
Optometrist		Licensed Optometrist in Alabama
Orientation/Mobility Specialist: OMS	Bachelor's degree in Visual Impairment	Certification in O & M by the Association for Education and Rehabilitation of the Blind and Visually Impaired
<b>PHYSICAL THERAPY:</b>		
Physical Therapist: PT	Physical Therapy	Physical Therapist licensed by Alabama Board of Physical Therapy
Physical Therapist Assistant: PTA	Associate Degree	Licensed by Alabama Board of Physical Therapy, and supervised by a licensed Physical Therapist as required by the AL Board of PT
<b>PHYSICIAN:</b>		
Physician		Licensed Doctor of Medicine (MD) *Physician Assistant and Certified Registered Nurse Practitioner within their scope of practice in Alabama
Physician Assistant		M.S.P.A.S., Licensed as PA in Alabama
<b>PSYCHOLOGY:</b>		
Psychology	Bachelor's Degree in Psychology	
Psychology: Licensed Psychologist	Ph.D.	Licensed by Alabama Board of Examiners in Psychology with coursework and supervised experience in area of child and family
Psychology: Psychological Technician	Master's degree in Psychology with coursework and supervised experience in area of child and family	Licensed by the Alabama Board of Examiners in Psychology (must be supervised by Licensed Psychologist)
Psychology: School Psychologist		Certified by the Alabama Department of Education for the AA Certificate as a School Psychologist and/or holds the National Certification in School Psychology (NCSP).
Psychology: School Psychometrist		Certified by the Alabama Department of Education for the A Certificate as a School Psychometrist and/or listed in the Alabama Roster of Approved Psychologists and Psychometrists for Testing Children Referred for Placement in Special Education Classes
<b>REHABILITATION:</b>		
Rehabilitation Counselor	Master's Degree in Rehabilitation Counseling	
Rehabilitation –Disability Studies	Bachelor's Degree in Rehabilitation Studies – Disability Studies	
Rehabilitation Technology Specialist: RTS I	Bachelor's degree in rehabilitation engineering, industrial design, biomedical engineering, electrical engineering, industrial engineering, mechanical engineering, or closely related field	
<b>SERVICE COORDINATION:</b>		
Service Coordinator	Individuals who meet the minimum qualifications for case management of the targeted population under Alabama Medicaid Agency or Bachelor's degree in related area such as, but not limited to, education, social science, behavioral science, health services administration, rehabilitation, allied health, child/human development, and RN in Alabama	
<b>SOCIAL WORK:</b>		
Social Work: LBSW (Licensed Bachelor Social Worker)	Bachelor's Degree in Social Work from a program accredited by the Council on Social Work Education and licensed by the Alabama	NOTE: LBSW must be supervised during the first two years in the same position/place of employment by a licensed MSW who is approved



DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
	Board of Social Work.	by the Social Work Board - either a LGSW (Licensed Graduate Social Worker) or a LCSW (Licensed Certified Social Worker) who is employed by the same agency or a PIP (Private Independent Practitioner) who does not have to be employed by the same agency. Change in position/job responsibilities or place of employment requires the LBSW to repeat six months of supervision.
Social Work: Licensed Certified Social Worker: LCSW	Master's degree in Social Work from a program accredited by the Council on Social Work Education.	
Social Work: Licensed Graduate Social Worker: LGSW	Master's degree in Social Work from a program accredited by the Council on Social Work Education.	NOTE: LGSW must be supervised by a LCSW for two years to obtain board approval to take the LCSW exam.
Sociology	Bachelor's Degree in Sociology	
<b>SPEECH/LANGUAGE:</b>		
Communication Disorders	Bachelor's degree in Communication Disorders or Speech-Language Pathology	
Speech/Language Pathology: SLP		Certificate of Clinical Competence in Speech/Language Pathology and licensed by the Alabama Board of Examiners for Speech/Language Pathology and Audiology (unless exempt from licensure) <u>OR</u> in clinical fellowship year with supervision in accordance with ASHA guidelines
Speech Therapy Assistant: STA	Bachelor's degree in Speech/Language Pathology	Authorization for the Assistant Speech Pathologist from the Alabama Board of Examiners in Speech/Language Pathology and Audiology. Must be under the direct supervision of a licensed speech/language pathologist. Direct supervision requires the physical presence of the licensee in the same facility or location at all times when the assistant is carrying out assigned clinical responsibilities. The licensed supervisor must document direct observation of at least 10% of all clinical services provided by the assistant

**Other:** Bachelor's Degree in other related human service fields specific to working with children and families. The following fields of study are acceptable to proceed with the Special Instruction Webinar/Special Instruction Mentorship: Adaptive Physical Education, Behavioral Science, Communication Disorders, Family and Child Development, General Education, Human Development, Human Services, Social Welfare, and Therapeutic Recreation.

**Conditional Other** (pending review and approval by the Personnel Review Committee): Bachelor's Degree in other health and human service fields coupled with a minimum of 1000 hours experience in working with very young children with disabilities, age birth to three, and their families.

<b>DESCRIPTION OF SERVICES</b>	
<b>1. ASSISTIVE TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>○ The evaluation of the needs for assistive technology of a child with a disability, including a functional evaluation of the child in the child's customary environment.</li> <li>○ Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices.</li> <li>○ Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices.</li> <li>○ Coordinating and using other therapies, interventions, or services with assistive technology devices.</li> <li>○ Training or technical assistance for a child with disabilities or, if appropriate, that child's family.</li> <li>○ Training or technical assistance for professionals (including individuals providing early intervention services), or other individuals who provide services to or are otherwise substantially involved in the major life functions of individuals with disabilities existing education and rehabilitation plans and programs.</li> </ul>
<b>2. AUDIOLOGY</b>	<ul style="list-style-type: none"> <li>○ Identification of children with auditory impairment, using at risk criteria and appropriate audiologic screening techniques.</li> <li>○ Determination of the range, nature and degree of hearing loss and communication functions by use of audiological evaluation procedures.</li> <li>○ Referral for medical and other services necessary for the habilitation or rehabilitation of children with auditory impairment.</li> <li>○ Provision of auditory training, aural rehabilitation, speech reading and listening device orientation and training, and other services.</li> <li>○ Determination of the child's need for individual amplification, including selecting, fitting, and dispensing appropriate listening and vibrotactile devices and evaluating the effectiveness of those devices.</li> <li>○ Provision of services for the prevention of hearing loss.</li> </ul>
<b>3. FAMILY TRAINING, COUNSELING, AND HOME VISITS</b>	<ul style="list-style-type: none"> <li>○ Family Training and Home Visits (i.e., services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of a child eligible under this part [IDEA, Part C] in understanding the special needs of the child and enhancing the child's development [in coordination with and under the guidance of the IFSP team and as outlined on the IFSP]).</li> <li>○ Counseling (Formal, therapeutic interventions specifically designed to meet the emotional needs of children and their families).</li> </ul> <p>TRAINING REQUIREMENT: Approved disciplines may provide this service for up to 2 years from initial employment in AEIS while working towards the completion of the AEIS Special Instruction Webinar/Special Instruction Mentorship. The 2 year timeline does not restart upon employment with a different AEIS program.</p>
<b>4. HEALTH SERVICES</b>	<ul style="list-style-type: none"> <li>○ Services such as clean intermittent catheterization, tracheotomy care, tube feeding, the changing of dressings or colostomy collection bags, and other health services.</li> <li>○ Consultation by physicians with other service providers concerning the special health care needs of eligible children that will need to be addressed in the course of providing other early intervention services.</li> </ul>
<b>5. MEDICAL SERVICES</b>	<ul style="list-style-type: none"> <li>○ Diagnostic purposes.</li> <li>○ Evaluation purposes.</li> </ul>
<b>6. NURSING SERVICES</b>	<ul style="list-style-type: none"> <li>○ The assessment of health status for the purpose of providing nursing care, including the identification of patterns of human response to actual or potential health problems.</li> <li>○ The provision of nursing care to prevent health problems, restore or improve functioning, and promote optimal health and development.</li> <li>○ Administration of medications, treatments, and regimens prescribed by a licensed physician.</li> </ul>
<b>7. NUTRITION</b>	<ul style="list-style-type: none"> <li>○ Conducting individual assessments in nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.</li> <li>○ Developing and monitoring appropriate plans to address the nutritional needs of children eligible under this part, based on the findings of the individual nutritional assessment.</li> <li>○ Making referrals to appropriate community resources to carry out nutritional goals.</li> </ul>

<b>DESCRIPTION OF SERVICES</b>	
<b>8. OCCUPATIONAL THERAPY</b>	<ul style="list-style-type: none"> <li>○ Identification, assessment, and intervention of children birth to three</li> <li>○ Adaptation of the environment and selection, design, and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills.</li> <li>○ Prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.</li> </ul>
<b>9. PHYSICAL THERAPY</b>	<ul style="list-style-type: none"> <li>○ Screening, evaluation, and assessment of infants and toddlers to identify movement dysfunction.</li> <li>○ Obtaining, interpreting, and integrating information appropriate to program planning, to prevent, alleviate, or compensate for movement dysfunction and related functional problems.</li> <li>○ Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.</li> </ul>
<b>10. PSYCHOLOGICAL SERVICES</b>	<ul style="list-style-type: none"> <li>○ Administering psychological and developmental tests and other assessment procedures.</li> <li>○ Interpreting assessment results.</li> <li>○ Obtaining, integrating and interpreting information about child behavior, and child and family conditions related to learning, mental health, and development.</li> <li>○ Planning and managing a program of psychological services, including psychological counseling for children and parents, family counseling, consultation on child development, and parent training, and education programs.</li> </ul>
<b>11. SERVICE COORDINATION</b>	<ul style="list-style-type: none"> <li>○ Coordinating all services across agency lines.</li> <li>○ Serving as the single point of contact in helping parents to obtain the services and assistance they need.</li> <li>○ Assisting parents of eligible children in gaining access to the early intervention services and other services identified in the IFSP.</li> <li>○ Coordinating the provision of early intervention services and other services (such as medical services for other than diagnostic and evaluation purposes) that the child needs or is being provided.</li> <li>○ Facilitating the timely delivery of available services.</li> <li>○ Continuously seeking the appropriate services and situations necessary to benefit the development of each child being served for the duration of the child's eligibility.</li> <li>○ Coordinating the performance of evaluations and assessments.</li> <li>○ Facilitating and participating in the development, review, and evaluation of IFSPs.</li> <li>○ Assisting families in identifying available service providers.</li> <li>○ Coordinating and monitoring the delivery of available services.</li> <li>○ Informing families of the availability of advocacy services.</li> <li>○ Coordinating with medical and health providers.</li> <li>○ Facilitating the development of a transition plan to preschool services, if appropriate.</li> </ul>
<b>12. SIGN LANGUAGE AND CUED LANGUAGE</b>	<ul style="list-style-type: none"> <li>○ Teaching sign language, cued language.</li> <li>○ Auditory/oral language.</li> <li>○ Providing oral transliteration services (such as amplification), and providing sign and cued language interpretation.</li> </ul>
<b>13. SOCIAL WORK SERVICES</b>	<ul style="list-style-type: none"> <li>○ Making home visits to evaluate the child's living conditions and patterns of parent-child interaction.</li> <li>○ Preparing a social or emotional development assessment of the child within the family context.</li> <li>○ Providing individual and family-group counseling with parents and other family members, and providing appropriate social skill-building activities with the child and parents.</li> <li>○ Working with those problems in a child's and family's living situation (home, community, and any center where early intervention services are provided) that affect the child's maximum utilization of early intervention services.</li> <li>○ Identifying, mobilizing, and coordinating community resources and services to enable the child and family to receive maximum benefit from early intervention services.</li> </ul>
<b>14. SPECIAL INSTRUCTION SERVICES</b>	<ul style="list-style-type: none"> <li>○ The design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction.</li> <li>○ Curriculum planning, including the planned interaction of personnel, materials, and time and space that leads to achieving the outcomes in the child's IFSP.</li> </ul>

<b>DESCRIPTION OF SERVICES</b>	
	<ul style="list-style-type: none"> <li>○ Providing families with information, skills, and support related to enhancing the skill development of the child.</li> <li>○ Working with the child to enhance the child's development.</li> </ul> <p>Special Instructors can be used to carry out activities beyond their scope of service under the direction of and with training provided by other disciplinary professionals who meet the <u>Personnel Standards for Alabama's Early Intervention System</u>.</p> <p>SUPERVISION NOTE: If working as a special instructor, supervision should be provided by another special instructor and billing should be for special instruction services only. If serving a dual role, then the percentage of time not working as a special instructor should be supervised as per the disciplinary licensure requirements and billed accordingly. See pg. 1 of the standards document for further explanation of supervision requirements, and specific pages of therapeutic services for further explanation of licensure supervision requirements.</p> <p>TRAINING REQUIREMENT: Approved disciplines other than ECSE, VI, and HI (see At-A-Glance chart above) may provide this service for up to 2 years from initial employment in AEIS while working towards the completion of the AEIS Special Instruction Webinar/Special Instruction Mentorship. The 2 year timeline does not restart upon employment with a different AEIS program.</p>
<b>15. SPEECH-LANGUAGE PATHOLOGY</b>	<ul style="list-style-type: none"> <li>○ Identification of children with communicative or oropharyngeal disorders and delays in development of communication skills, including the diagnosis and appraisal of specific disorders and delays in those skills.</li> <li>○ Referral for medical or other professional services necessary for the habilitation or rehabilitation of children with communicative or oropharyngeal disorders and delays in development of communication skills.</li> <li>○ Provision of services for habilitation, rehabilitation, or prevention of communicative or oropharyngeal disorders and delays in development of communication skills.</li> </ul>
<b>16. TRANSPORTATION</b>	<ul style="list-style-type: none"> <li>○ Cost of travel (e.g. mileage or travel by taxi, common carrier, or other means) and other costs (e.g. tolls and parking expenses) that are necessary to enable a child eligible under this part and the child's family to receive early intervention services.</li> </ul>
<b>17. VISION SERVICES</b>	<ul style="list-style-type: none"> <li>○ Evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays, and abilities.</li> <li>○ Referral for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders, or both.</li> <li>○ Communication skills training, orientation and mobility training for all environments, visual training, independent living skills training, and additional training necessary to activate visual motor abilities.</li> </ul>

## EARLY INTERVENTION EXPERIENCE FORM

**For Special Instructor candidates falling within the "Conditional Other" category of the AEIS Personnel Standards**

Please describe your experience in working with very young children with disabilities, age birth to three and their families by completing a separate form for each **WORK POSITION / FAMILY EXPERIENCE**.

<b>FOR USE AS NECESSARY BY REVIEW COMMITTEE ⇒</b>	<b>POINT SCORES</b>
A. NAME, ADDRESS, AND PHONE NUMBER OF FACILITY:	NA
B. TYPE OF FACILITY (Check all that apply): <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 48%;"> <input type="checkbox"/> Service delivery agency  <input type="checkbox"/> Child care program  <input type="checkbox"/> School System (preschool/primary/secondary)  <input type="checkbox"/> Hospital  <input type="checkbox"/> Private outpatient office or group practice               </div> <div style="width: 48%;"> <input type="checkbox"/> Home care  <input type="checkbox"/> Academic institution (college, university, etc.)  <input type="checkbox"/> Health and wellness facility  <input type="checkbox"/> Research center  <input type="checkbox"/> Other _____               </div> </div>	10
C. POSITION TITLE AND DESCRIPTION OF JOB/DUTIES (closely related to special instruction type services):	20
D. REFERENCES: <div style="margin-top: 10px;">             1. Name, title and contact information of character reference:              2. Name, title and contact information of work related reference (immediate supervisor):              3. Name, title and contact information of second work related reference:           </div>	5 each (max 15)
E. DOCUMENTATION OF 1000 HOURS OF EXPERIENCE CLOSELY RELATED TO SPECIAL INSTRUCTION TYPE SERVICE (e.g., dates of employment, schedule, hours):	35
F. LIST THE MOST COMMON TYPES OF DISABILITIES WITH WHICH YOU HAVE HAD EXPERIENCE (e.g., Developmental Delay, Cerebral Palsy, Down Syndrome, Autism, etc.):	10
G. PERSONAL EXPERIENCE WORKING WITH AN INDIVIDUAL WITH SPECIAL NEEDS: <div style="margin-top: 10px;">             a. With whom did you gain experience (e.g., your child, another family member)?              b. What was the age of the person(s) with whom you had experience?              c. What type of setting(s) (e.g., home, church, hospital, other)?              d. Describe the typical interactions (e.g., daily care, occasional babysitting).           </div>	5
H. EXPERIENCE IN WORKING WITH FAMILIES:	5
<b>Total points maximum =</b>	<b>100</b>
BONUS (exceptional letter of recommendation, volunteer experience, etc.)	5

I verify that the information provided above is accurate and provides a true representation of my experience with very young children with disabilities, age birth to five, and their families. I also give permission for this information to be verified with the contact person(s) listed above.

Applicant Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature of potential employer (if applicable): \_\_\_\_\_

Witnessed and Notarized by: \_\_\_\_\_